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Mark Scheme

Summer 2024

Pearson Edexcel GCE

In Japanese (9JA0)

Paper 3 Listening, reading and writing

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Paper 3 marking principles and mark scheme

### Marking principles for Section A

- For open response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.
- Example of short phrases with two or more words:
  - 仕事着 1 着
  - 10,000 人ぐらい
- When responding to open response questions, candidates may use words from the listening passage or reading extract but they must not transcribe or copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

Example:

<b>Text:</b>	ボランティアの数は地震の 3 か月後からどんどん減っています。
<b>Question:</b>	ボランティアの数はいつが一番多かったですか。
<b>Rewardable answer:</b>	地震の直後の 3 か月です。
<b>Non-rewardable answer:</b>	ボランティアの数は地震の 3 か月後からどんどん減っています。

Candidates who write out the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without replacing or changing the verb in the sentence. This is because it does not render an accurate answer to the question. However as the exemplified *Rewardable answer* shows, candidates may still use words from the listening passage or reading extract.

- There are no marks for quality of language in Section A or questions 5a) and 5b) in Section B. Therefore errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication. However there are marks for quality of language in question 5c) in Section B (see mark grid for *Accuracy and range of language*).
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

## Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: 仕事を見つけること / 仕事を見つけられない
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

給料がいい (1)

AND

建物が新しい (1)

Any **one** of:

さびしい

OR

心配

- Any parts of an answer that are not essential are bracketed, for example: (物価が) 安い
- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

**SECTION A mark scheme (listening comprehension)**

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>1 (i)</b>	C なぎなたのテーマの映画ができたからです。	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(ii)</b>	B 体があまり丈夫ではありませんでした。	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(iii)</b>	D 「みんなと同じじゃないほうがいいよ。」	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(iv)</b>	A 様々な人に会うからです。	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>2(i)</b>	D 色々な国の歴史についてです。	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>2(ii)</b>	C 分かりにくいと思いました。	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>2(iii)</b>	A まんがも あったし、CD も ありました。	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>2(iv)</b>	A その場面を頭の中で想像しました。	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>2(v)</b>	C まず全体の流れを理解することが大切です。	<b>(1)</b>

Question number	Answer	Reject	Mark
3(a)(i)	<ul style="list-style-type: none"> <li>口をきつく結んでいる</li> <li>汗をかいている</li> <li>両手にペットボトルを持っている</li> </ul>		(2)

Question number	Answer	Reject	Mark
3(a)(ii)	親戚の家		(1)

Question number	Answer	Reject	Mark
3(a)(iii)	みんなも大変だから / 僕もがんばらなければいけないと思って		(1)

Question number	Answer	Reject	Mark
3(a)(iv)	(道で) 転んで		(1)

Question number	Answer	Reject	Mark
3(a)(v)	「行かなくてもいい」と言われると思ったので		(1)

Question number	Answer	Reject	Mark
3(b)(i)	応援の手紙がたくさん来た		(1)

Question number	Answer	Reject	Mark
3(b)(i)	Either of: <ul style="list-style-type: none"> <li>力がわいてきた</li> <li>この町は絶対復興できると思った</li> </ul>		(1)

Question number	Answer	Reject	Mark
3(b)(i)	Either of: <ul style="list-style-type: none"> <li>手紙を書いた</li> <li>写真を送った</li> </ul>		(1)

Question number	Answer	Reject	Mark
3(b)(ii)	Either of: <ul style="list-style-type: none"> <li>自分はこんな経験をしたことはない</li> <li>かわいそうだ</li> </ul>		(1)

Question number	Answer	Reject	Mark
3(b)(ii)	お腹いっぱい食べさせてあげたい		(1)

Question number	Answer	Reject	Mark
3(b)(ii)	(自分の農家でとれた) 野菜を (避難所に) 送った		(1)

Question number	Answer	Reject	Mark
4(a)	いじめです		1

Question number	Answer	Reject	Mark
4(b)	<ul style="list-style-type: none"> <li>いじめをふせぐことにポイントをおいた</li> <li>いじめられた人が嫌だと言えば、それはいじめだとはっきりした。</li> </ul>		2

Question number	Answer	Reject	Mark
4(c)	いじめの件数		1

Question number	Answer	Reject	Mark
4(d)	Any two of : <ul style="list-style-type: none"> <li>各学校がいじめをやめる活動をしている</li> <li>マスコミで取り上げられた</li> <li>みんながいじめについて話している</li> </ul>		2

Question number	Answer	Reject	Mark
4(e)	<ul style="list-style-type: none"> <li>自分たちでいじめについて調べる時間が足りない</li> <li>悩んでいる生徒と話す時間がない</li> </ul>		1

Question number	Answer	Reject	Mark
4(f)	先輩が新しい社員をいじめる		1

## SECTION B mark scheme (listening, reading and writing)

Question number	Answer	Reject	Mark
<b>5(a), (i), (ii), (iii), (iv)</b>	<p>Any <b>four</b> of the following:</p> <p>青木さんの意見 :</p> <p>会社人間にはなりたくない (1)            自分の考えを大切にしたい (1)            最初から自分で新しい商品が作れたのはすばらしい (1)            ほかに人とは違う考えかたができる (1)            好きな時間に働ける(1)            色々な経験ができる (1)</p> <p>(Any other appropriate phrasing of the above points is acceptable)</p>	<p>Specific, factual details that do not express what he thinks about working for himself, e.g.            カレンダーを作っている            しばらく中国で働いてきた</p>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>5(b) (i), (ii), (iii), (iv)</b>	<p>Any <b>four</b> of the following :</p> <p>川村さんの意見 :</p> <p>安定している(1)            仕事の時間がはっきり決まっているのが好き(1)            (運動できるので)健康によい (1)            英会話レッスンを受けることができる(1)            家族との時間が多い(1)            仕事の内容はあまりおもしろくない (1)            ライフ・ワーク・バランスがいい (1)            満足している (1)</p> <p>(Any other appropriate phrasing of the above points is acceptable)</p>	<p>Specific, factual details that do not express what she thinks about working in a company e.g.            会社は午後 5 時半に終わる</p>	<b>(4)</b>

## **Section B, question 5C– Listening, reading and writing task**

There are three levels-based mark grids applied to question 5C. The mark grids are:

- understand and respond to spoken language (AO1)
- understand and respond to written language, (AO2)
- accuracy and range of language (AO3)

### **General guidance on using levels-based mark schemes**

#### **Step 1: Decide on a marking band**

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark near the top of the band because of the band 5-6 content.

#### **Step 2: Decide on a mark**

- Once you have decided on a band you will need to decide on a mark within the band.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Mark grids

### Understand and respond to spoken language (AO1 – 6 marks)

- This mark grid assesses the content of the students' answer through their ability to evaluate the viewpoints in the spoken source through making judgements and drawing conclusions.

### Understand and respond to written language (AO2 – 6 marks)

- This mark grid assesses students' ability to evaluate the viewpoints in the written source through making judgements and drawing conclusions.

### Indicative content

- When deciding how to reward the answer for content, you should consult these mark grids as well as the indicative content associated with the question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Understand and respond to spoken language (AO1)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material		
1-2	<ul style="list-style-type: none"> <li>• Occasionally relevant judgement expressed on the viewpoints in the spoken source; often strays into description of content without evaluation.</li> <li>• Limited conclusions drawn on spoken source, sometimes inconsistent with evaluation of viewpoints.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>• Occasionally relevant judgement expressed on the viewpoints in the written source; often strays into description of content without evaluation. (AO2)</li> <li>• Limited conclusions drawn on written source, sometimes inconsistent with evaluation of viewpoints.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Expresses some relevant judgements on the viewpoints in the spoken source, some of which are substantiated; occasionally strays into description of content without evaluation.</li> <li>• Draws straightforward conclusions on spoken source, occasionally inconsistency with evaluation of viewpoints.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>• Expresses some relevant judgements on the viewpoints in the written source, some of which are substantiated; occasionally strays into description of content without evaluation. (AO2)</li> <li>• Draws straightforward conclusions on written source, occasionally inconsistency with evaluation of viewpoints.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Expresses relevant and substantiated judgements on the viewpoints in the spoken source showing clear evaluation.</li> <li>• Draws convincing conclusions on spoken source, consistent with evaluation of viewpoints.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>• Expresses relevant and substantiated judgements on the viewpoints in the written source showing clear evaluation. (AO2)</li> <li>• Draws convincing conclusions on written source, consistent with evaluation of viewpoints.</li> </ul>

## Accuracy and range of language mark grid (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language
1-2	<ul style="list-style-type: none"><li>Limited variation of straightforward grammatical structures, vocabulary and kanji, with much repetition; repetitive expression, writing is often restricted and stilted.</li><li>Limited sequences of accurate language; errors occur that often prevent meaning being conveyed.</li></ul>
3-4	<ul style="list-style-type: none"><li>Occasional variation in the use of mostly straightforward grammatical structures, vocabulary and kanji, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.</li><li>Some accurate sequences of language; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
5-6	<ul style="list-style-type: none"><li>Some variation in the use of grammatical structures, vocabulary and kanji, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.</li><li>Frequent sequences of accurate language; errors occur that occasionally hinder clarity of communication.</li></ul>
7-8	<ul style="list-style-type: none"><li>Frequent variation in use of grammatical structures, vocabulary and kanji, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.</li><li>Accurate language throughout most of the response; errors occur that rarely hinder clarity of communication.</li></ul>
9-10	<ul style="list-style-type: none"><li>Consistent variation in use of grammatical structures, vocabulary and kanji, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.</li><li>Accurate language throughout; any errors do not hinder clarity of the communication</li></ul>

### Additional guidance

**Complex language** is considered to include the following:

- Verb endings which are conceptually challenging as they do not have an exact equivalent in English such as ~てしまう
- the passive
- the causative
- relative clauses
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example using two separate grammatical endings together such as 行ってみることができる
- using synonyms and a variety of expressions to say things in different ways

**Variation in use of grammatical structures/varied use of vocabulary:** the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. You should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

**Articulate:** articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments/interest the reader. The writing will become more difficult to read with ease as the reader has to stop and re-read to understand the message.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example minor errors in character formation
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect particles with verbs of giving and receiving, a sentence in which the main verb does not match an implied subject
- frequent errors that hinder clarity as they distract the reader from the content of the writing, for example the kanji 白 instead of 白

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example failing to mark a change of subject where one is needed.
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

**Indicative content: Question 5c**  
**Students must evaluate the points of view in both 5a) and 5b)**

<b>Question number</b>	<b>Indicative content</b>
<b>5(c)</b>	<ul style="list-style-type: none"><li>• Any answer that describes Mr. Aoki's point of view in positive or negative terms, consistent with the information presented in the source material, e.g. the freedom and responsibility of working for yourself</li><li>• Any answer that describes Ms Kawamura's point of view in positive or negative terms, consistent with the information presented in the source material, e.g. you get regular hours of work and a steady income</li><li>• Conclusions consistent with candidate's line of argument, e.g. It's good to work for a company because you work regular hours and don't have responsibility right from the start OR it's better to work for yourself because you can work when you want and do a job you enjoy</li></ul>



Pearson

# Transcript

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In Japanese (9JA0) Paper 03

## SECTION A: LISTENING

### 問題 1 なぎなたの小野先生

イン(M1)： 小野先生、なぎなたは最近、人気ですね。

小野 (F1)： ええ。なぎなたは日本の武道です。そのなぎなたをテーマにしたまんがが映画になって、みんなに知られました。

イン： 小野先生はいつ、なぎなたを始めましたか。

小野： 小さいとき、私は体が弱かったです。ですから、両親が「もっとスポーツをしたほうがいい。」と言いました。

イン： へえ。

小野： それで、5年生のときに始めました。いところがなぎなたをやっていたので、興味を持ちました。母も「人とちょっと違うことをやるのはいいね。」と言いました。

イン： なぎなたをやっていて良かったことは？

小野： なぎなたは大人も子供もやっているから、多くの人と知り合えることです。

### 問題 2 私の勉強のしかた

(M2) 森です。今日は世界史の勉強のしかたを紹介します。歴史は覚えることがたくさんあって難しいですよ。それに、世界史は日本史と違って、人の名前が全部カタカナで、なかなか頭に入りません。僕は高校の教科書は難しすぎてよくわかりませんでしたから、まんがが中心の参考書を買いました。CD もついていました。僕はまず、本は読まないで、その CD を寝る前に何回も聞きました。CD を聞くと、昔の生活の様子が頭の中でイメージできて、勉強が楽になりました。だから、一つのヒントは耳から覚えることです。もう一つのヒントは最初は詳しい内容をあまり気にしないで、大きなテーマをつかむことです。そうすれば、短い時間で、内容を全部カバーできます。

### 問題 3(a) 水を運ぶ少年

(F2)

東日本大震災の有名な写真があります。写真の名前は「水を運ぶ少年」で、松本君が両手にペットボトルを持って、水を運んでいます。口はきつく結んで、汗をかいています。松本君は震災の時、家が流されてしまって、親戚の家に泊まりました。町からそこまで一日三回水を運びました。「みんなも大変だから、僕もがんばらなければいけない。」と思って、一回も文句を言いませんでした。ある日、道でころんで、手にけがをしまいました。でも痛いと言えば、「行かなくていい」と言われると思ったので、けがのことはだれにも言いませんでした。

### 問題 3(b) 「水を運ぶ少年」を見て

(M1) 僕の写真が新聞に載ってから、応援の手紙がたくさん来ました。日本中の人々が僕たちの事を考えていると知って、力がわいてきたし、この町も必ず復興できると自信ができました。それで、手紙を書いてくれた人にありがとうの気持ちを伝えようと思って、返事の手紙を書いたり写真を送ったりしました。こうして日本中の人との交流が始まりました。

(F2) 私は松本君の写真を見て、自分は 80 才ですが、そんな大変な経験をしたことはないと思いました。まだ子どもなのにかわいそうに。それで、ご飯をお腹いっぱい食べさせてあげたいと思いました。食事の時間だけでも幸せになってほしいと思って。うちは農家なので、畑でとれた野菜を段ボール箱に入れて避難所に送りました。

### 問題 4 法律が変わって

(F1) 2013 年にいじめを防ぐための法律ができました。でも、今もいじめの問題はまだまだ続いています。この法律は効果があったのでしょうか。

この法律には、新しい考え方がいくつかありました。まず、いじめをどうやって防ぐか考えることにポイントを置きました。それまでは、いじめが起こったあとにどうするかと考えたので、大きな変化でした。また、やられた人が嫌だと言えば、それはいじめになる、と法律で決めました。

政府のデータによると、いじめの件数は昔も今もあまり変わっていません。しかし、

各学校がいじめを防ぐ活動をしていることや、いじめがマスコミに取り上げられていること、みんながいじめについて話しているのは、いい結果だと思います。

学校でのいじめを減らすには、先生たちが働く時間についても考えなければなりません。今、先生たちは忙しすぎて、いじめについて自分たちで調べる時間が足りないからです。また、放課後、悩んでいる生徒と話す時間もないからです。

学校以外でもいじめはあるそうです。会社内でも先輩が新しい社員をいじめる例があります。これも、日本がこれから考えなければならない課題です。

## SECTION B: Listening, reading and writing

### 問題 5 (a)

(M2) 僕は大学を卒業したあと、絶対会社人間にはなりたくないと思いました。それで、僕はしばらく中国で働いて、日本に戻りました。そのあと、自分の考えかたを大切にしたいから、友だちと店を始めました。カレンダーをデザインして作っていますが、最初から自分で新しい商品が作れたのは、すばらしかったです。それから、ほかの人とは違う考えかたができるのもいいことです。例えば一月一日ではなく、赤ちゃんが生まれた日から始まるカレンダーを作りました。それに、自分で仕事をしていれば、朝でも夜でも好きな時間に働けるし、色々な経験ができて、うれしいです。

これで録音を終わります。